

Information Literacy Instruction for School Libraries

Illinois State University

C&I 445- Syllabus-Spring 2009

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Department	Curriculum & Instruction College of Education	Semester Hours	3
Location	Internet	Day/Time	T: 5:30-8:20

Prerequisites

1. Admission to Post-Baccalaureate Certificate Program in School Librarianship
2. Available to those already certified as elementary, middle, or high school teachers
3. Consent of Instructor

Catalog Description

C&I 445 INFORMATION LITERACY INSTRUCTION FOR SCHOOL LIBRARIES - Integration of school libraries into the curriculum with librarians as teachers, advocates and collaborators in implementing information literacy instruction.

Course Overview

This course will address the instructional role of school libraries within the curriculum, emphasizing especially the teaching of information literacy in partnership with classroom teachers. Specific topics will include defining information literacy, designing instruction, collaborating with faculty to create meaningful activities, assessing student learning, and sequencing information literacy instruction throughout the curriculum.

Course Design

The course is designed to prepare librarian candidates as teachers of information literacy, commonly defined as the ability to recognize an information need, and to find, evaluate and use the needed information. Information literacy addresses issues related to mundane and academic research processes, which are necessary for success and citizenship in an era of information. C&I 445 develops key concepts and practices essential for teaching, and collaboration in a school library. Woven throughout the course are themes related to the alignment of instructional process; context and integration; the programmatic development of information literacy; communication and mutuality; and learning styles.

Important Guidelines

1. I hope to provide experiences that will help all of us to become better library media specialists. Your contributions and perspective will enrich the group. Any of what is assigned should be useful to you. If you feel an alteration of an assignment better meets your needs please suggest it.
2. Because of class discussions, presentations, and instructor lectures, it is of the utmost importance that students attend class. A student who does not attend class will not pass the course. You may miss two classes without penalty if you listen to the recorded sessions and write a 1-2 page paper describing the content of each missed class. Each additional absence will result in the lowering of your final grade by 5%. Excessive tardiness will result in the lowering of your grade based on the amount of time missed.
3. Assignments must be handed in on time or they will not be accepted. Please consider possible problems with technology while preparing for class.
4. The contents of the class schedule and syllabus may change. If this occurs, you will receive an updated version or an e-mail message.
5. Additional readings may be assigned throughout the course.

Learning Outcomes

The course is designed in order that librarian candidates achieve learning outcomes based on the knowledge and performance indicators for Library Information Specialists as contained within the Illinois Content Area Standards for Educators (Illinois State Board of Education, 2002). As such, after completing this course, candidates will be able to:

- A. Explain that information literacy is the ability to find information effectively and efficiently, to evaluate it and use it accurately and creatively. (Standard 3A)
- B. Teach students how to find, evaluate and use information effectively and creatively through various formats. (Standards 3D, 3E, 3F, 3H, 3L)
- C. Co-teach and mentor students on projects and assignments (Standards 5G, 5H)
- D. Teach and encourage students to respect the principles of intellectual freedom, to respect copyrights and intellectual property rights, and to value the responsible use of technology. (Standards 3C, 3K)
- E. Work with teachers in designing, implementing and assessing activities and curricula that connect subjects with information sources and research based on information literacy standards (Standards 5B, 5E, 5I, 7A, 7B, 7C, 7D, 10D).
- F. Use interpersonal knowledge and skills to establish various types of collaborative relationships with teachers, technology specialists, and administrators (Standards 8F, 10A, 10B, 10C, 10D)
- G. Understand school and district decision-making processes, and participate in curricular discussions to integrate information literacy into the curriculum (Standards 5D, 8I, 8L)
- H. Collaborate with teachers, technology specialists and administrators in integrating information literacy into the curriculum (Standards 5E, 7B, 7C)
- I. Involves parents in library information center activities in order to enhance student independent learning (Standard 8K)
- J. Recognize different learning styles and provide encouragement and assistance in the pursuit of independent learning (Standards 3B, 3I, 3G)

Required Reading

The Definitive Big 6 Workshop Handbook (Big6 Skills) 3rd Edition By Michael B. Eisenberg, Robert E. Berkowitz

Articles

Teaching Ethical Behavior in the Global World of Information and the New AASL Standards. By: Dow, Mirah. School Library Media Activities Monthly, v25 n4 p49-52 Dec 2008.

The Teacher's Take on the School Library Program. By: Harvey II, Carl A.. School Library Monthly, Dec2009, Vol. 26 Issue 4, p45-47, 3p

INFORMATION LITERACY ASSESSMENT: MOVING BEYOND COMPUTER LITERACY. By: Higntte, Michael; Margavio, Thomas M.; Margavio, Geanie W.. College Student Journal, Sep2009, Vol. 43 Issue 3, p812-821, 10p

Let's Talk 2.0. By: Knobel, Michele; Wilber, Dana. Educational Leadership, Mar2009, Vol. 66 Issue 6, p20-24, 5p

Teaching Information Ethics to High School Students. By: Lehman, Kathy. Library Media Connection, v27 n6 p28-30 May-Jun 2009

Connecting the Dots. By McKenzie, Jamie Knowledge Quest, Sep/Oct2009, Vol. 38 Issue 1, p32-39, 8p

Educating Digital Natives. By: Palfrey, John; Eisele-Dyrli, Kurt. District Administration, Nov2009, Vol. 45 Issue 10/11, p25-26, 2p

COLLABORATION IN THE SCHOOL SOCIAL NETWORK. By: Schultz-Jones, Barbara. Knowledge Quest, Mar/Apr2009, Vol. 37 Issue 4, p20-25, 6p

School Library Media Specialists Inform Technology Preparation of Library Science Students: An Evidence-Based Discussion. By: Snyder, Donna L.; Miller, Andrea L.. Library Media Connection, v27 n6 p22-25 May-Jun 2009.

Revisioning Information Literacy for Lifelong Meaning. By: Ward, Dane. Journal of Academic Librarianship, v32 n4 p396-402 Jul 2006.

Other articles as assigned

Eliminate Sessions

PBS Classroom 2.0 John Palfrey "Born Digital"

<http://www.classroom20.com/events/pbs-cr-20-john-palfrey-born>

Grading Scale

A = 90% - 100% B = 80% - 89% C = 70% - 79% D = 60% - 69% F = <60%

Performance evaluation methods

Literature Review	10%
Information Literacy Lesson	30%
Exploration in Collaboration	10%
Information Literacy Program Plan	20%
Mini-Assignments	20%
Class Participation	10%
Total Possible Points	100 %

Required Assignments

Literature Review (10%)

Write a 3-5 page review of at least three resources on an information literacy topic. You may choose from any topic relating to information literacy including, but not limited to, Millennials, the digital divide, information literacy standards, collaboration, co-teaching, curricular integration of school libraries, mentoring, parent involvement in school library activities, curricular planning, learning styles, research models, assessment, and decision-making and copyright/intellectual freedom.

Components		Points
Article Selection	Three articles from a library or education journal were selected that relate to information literacy. The article does not have to be peer-reviewed or research based, but should have some merit in the field of library science. The articles show similar or differing points of view, yet all provide additional insight on the topic selected.	10
Introducing the Idea	The topic is introduced, and groundwork is laid as to the direction of the report.	20
Summary	It is clearly demonstrated that you read and understood the articles. The summary would allow the reader to understand the main points of the articles without having read them.	20
Flow	Transitions tie sections together, as well as adjacent paragraphs. Ideas are synthesized and not just listed one after the other by article.	10

Coverage	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made.	20
Conclusion	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report. What did you think about this article or the ideas behind the article? How well did the author approach or convey their ideas? How can librarians or students benefit from the ideas in this article? What activities or strategies might a media specialist use that would help students understand the concepts or ideas presented.	20

The Big6™ or Super3™ (30%)

Develop or adapt a lesson or unit incorporating the the Big6™ or Super3™ information problem-solving models. Use the unit and lesson planning guides and organizers in *The Big6™ Workshop Handbook* (pgs. 74-79) to outline your ideas. Prepare an assignment that would be distributed to students and that relates to your lesson. Create a PowerPoint presentation to either demonstrate your lesson to your classmates or to demonstrate the lesson to your own class in the media center. Besides the PowerPoint you will hand in a copy of your lesson and any handouts etc. Be sure to include all the components below in your lesson plan. If using the Super3™ model combine the components that fall under the categories of plan, do, and review. Check the Big6™ web site for more detailed questions to ask.

Components		Points
Introduction	Explain the background of this assignment. Is it one you have used before? One you would like to implement?	5
Creativity	Unique and creative ideas are presented. An enjoyable and meaningful lesson is created.	5
Objectives	Objectives cover content, information skills, and technology.	5
Standards	Standards that apply to this lesson are provided.	5
Information Problem (Plan)	A valuable information problem is addressed.	10
Task Definition (Plan)	How will students define the problem and identify the information needed? A unique approach is taken. Will the task be defined in groups, as a class, or individually?	10
Information Seeking Strategies (Plan)	How will students determine and select sources? Examples are provided.	5
Location and Access (Do)	How will students learn to locate and access information? Lessons or self-instruction? Are there any specific skills to be taught? What is the media specialist's role?	10
Use of Information (Do)	How will students engage in and extract information? How will students learn to pull relevant and essential information from their resources? What is the media specialist's role?	10
Synthesis (Do)	How will students organize and present their results? What will students do to pull it all together? What will they create? What will students do with notes?	10
Evaluation (Review)	How will students judge their effectiveness and efficiency? How will they evaluate themselves? What questions could they ask themselves? Is this a form or written evaluation?	5
Handouts, worksheets, or activities	Create a useful and meaningful handout, worksheet, demonstration, or physical activity for one of the steps in the research model selected.	10
Assignment	Create an assignment sheet for this lesson that would be distributed to students. The assignment should be meaningful and contain all the necessary information to be executed with success.	5

Presentation	Effective communication was used to convey the ideas of this assignment. Interesting to class.	5
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Explorations in Collaboration (10%)

You may select from one of the following options. Write a 2-3 page paper describing your observations relating to collaboration.

1. If you are a school media specialist, approach a teacher with a possible project for collaboration. If you are a teacher, approach a media specialist with a possible project for collaboration.
2. Observe a media specialist presenting a lesson.
3. Interview a school librarian about his/her collaboration experience.

Components		Points
Observation, Discussion, or Interview	Detailed description of the observation, discussion, or interview.	25
Evaluation	What is your evaluation of the collaboration that occurred? How effective was the collaboration	25
Collaboration	A meaningful lesson was observed, created, or discussed in an interview.	25
Suggestions for Improvement	What could this media specialist or you have done to improve the collaboration?	25

Information Literacy Action Plan (20%)

- Write a detailed action plan proposal to promote Information Literacy to the larger community. Include need, definition, overview of standards, and suggestions for implementation. You might consider one of the following options.
 1. Develop a presentation to give to the members of your staff.
 2. A series of articles to be included in a newsletter for parents.
 3. A presentation to the local school board, or a local civic organization.
- Upon completion of your action plan consider steps to implementation. What may need to be done prior to your plan? What potential roadblocks may exist? Who are some of the key players?
- Besides the presentation slides or newsletter articles, create a short PowerPoint presentation describing your action plan to your classmates.

Components		Points
Plan	Includes need, definition, standards, implementation	25
Audience	Audience is clear. Careful consideration is given to how best to engage audience in understanding, appreciating and embracing information literacy	25
Creativity	What will you do to make presentation meaningful and memorable?	25
Evaluation	Thoughtful consideration is given to how plan will be carried out.	25

Mini Assignments (20%)

You will receive credit for participating in the following activities.

1. Introduction – For the second class, prepare 1-3 slides with at least one picture. Describe yourself, your family, career plans, interests, or anything else. E-mail your slides to the instructor before class. You will briefly present information about you. 2%
2. You will work with a partner or in a group of three in class. One of you will act as the teacher. One or two of you will act as the librarian or librarians. You will be given a basic topic such as rainforests. The “teacher” will approach the “media specialist(s)” with the assignment and together all parties will develop a lesson including essential questions/outcomes etc., role of each team member, the assignment, the assessment etc. You will have 30 minutes to brainstorm ideas and then you will role-play the process for the class. This assignment will take place on March 30. 5%

3. Complete a learning styles test and a Myers-Briggs for March 31. You will be given links to access online versions. 2%
4. For February 17, be prepared with an information literacy lesson to briefly share. It can be one you created yourself, one you found online, one a colleague developed, or even one you wish existed. 2%
5. Write and ask at least one question for each of our guest speakers. You may not have an opportunity to ask your questions each time, but should submit them to the instructor. 6%
6. In class your group will be assigned three Common Beliefs or Standards from AASL's Standards for the 21st Century Learner, the ISBE state standards or other national standards. You will design a mini lesson for each that would help teach these skills to your students. 3%

Course Schedule – Revised 1/17/2010 - Tentative

Date	Topic/Class Activities	Required Reading Due	Assignments Due
Jan 12	Illuminate Instruction		
Jan 19	Introductions Syllabus Information Literacy Overview	Teaching and Reaching the Millennial Generation through Media Literacy by Consadine, Horton & Moorman.	Introductions
Jan 26	Information Literacy Standards Information Literacy Skills	<ul style="list-style-type: none"> Standards for 21st Century Learners AASL ISAIL 	
Feb 2	The Big6™/Super3™ Research/Process Models	<i>The Big6™ Workshop Handbook</i> Parts 1-3 pgs. 1-52	Literature Review
Feb 9	<ul style="list-style-type: none"> Information literacy lessons Share and view examples. Curriculum Mapping 	<i>The Big6™ Workshop Handbook</i> Part 8 pgs. 141-168	Bring an example to share
Feb 16	Assessment	<ul style="list-style-type: none"> <i>The Big6™ Workshop Handbook</i> Parts 6 pgs. 93-102 Moving Beyond Computer Literacy by Hightte 	
Feb 23	Share Lessons		The Big6™ or Super3™ Lesson
Mar 2	Share Lessons	Connecting the Dots by McKenzie	The Big6™ or Super3™ Lesson
Mar 9	Collaboration	<i>The Big6™ Workshop Handbook</i> Parts 7 pgs. 107-133	<ul style="list-style-type: none"> Learning Style Test Myers Briggs Personality Type Test
Mar 16	Technology in Information Literacy	<ul style="list-style-type: none"> <i>The Big6™</i> 	

	Guest Speaker: Jim Peterson Director of Technology District 87	<i>Workshop Handbook</i> Part 4 pgs. 53-68 <ul style="list-style-type: none"> SLMS Inform Tech Prep by Snyder 	
Mar 23	Spring Break		
Mar 30	Collaboration Continued	<ul style="list-style-type: none"> The Teacher's Take by Harvey Collaboration in School Social Network by Schultz-Jones 	Collaboration Project
Apr 6	Trends in Information Literacy Guest Speaker Dane Ward	Revisioning Information Literacy for Lifelong Meaning By Ward	Have a question prepared.
Apr 13	Tools for Teaching Information Literacy	Let's Talk 2.0 by Knobel	
Apr 20	Ethical and legal issues concerning information use	<ul style="list-style-type: none"> Teaching Information Ethics by Lehman Teaching Ethical Behavior by Dow 	
Apr 27	Bringing the message to the masses		Action Plans
May 4	Wrapping it Up and Tying it all together		

All guest speakers are tentative.